DOCUMENT RESUME

ED 185 712 EC 123 522

AUTHOR Bagley, Richard: And Others
TITLE Identifying the Talented and Gifted Students. Oregon Series on Talented and Gifted Education.
INSTITUTION Northwest Regional Educational Lab., Portland, Oreg.; Oregon State Dept. of Education, Salem. Office of Talented and Gifted Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 79
GRANT G007800756
NOTE 78p.; For related information, see EC 123 523-531.
AVAILABLE FROM Office of Marketing, Northwest Regional Educational Laboratory, 710 S.W. 2nd Ave., Portland, OR 97204 ($2.95 each; $26.55 for the full set)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Academically Gifted: Academic Aptitude: Art; Creative Thinking: Cultural Differences; *Definitions: Elementary Secondary Education; *Gifted; Intelligence; Leadership Qualities; *State Standards; *Student Characteristics; Student Evaluation; *Talent; *Talent Identification; Underachievement
IDENTIFIERS *Oregon

ABSTRACT

Part of a set of 10 booklets on talented and gifted education, the booklet discusses the identification of talented and gifted students. A definition of talented and gifted students is offered, and its implications for school programs considered. State of Oregon guidelines for talented and gifted programs are presented. General and specific characteristics of talented and gifted students are listed and discussed, with methods of evaluation given for the areas of general intellectual ability, specific academic aptitude, creative and productive thinking, leadership ability, and visual and performing arts. Culturally different and underachieving talented and gifted students are also discussed. The value of a systematic nondiscriminatory approach to identification is stressed. Included in the appendixes are various forms and guidelines pertaining to the identification of gifted and talented students. (DLS)

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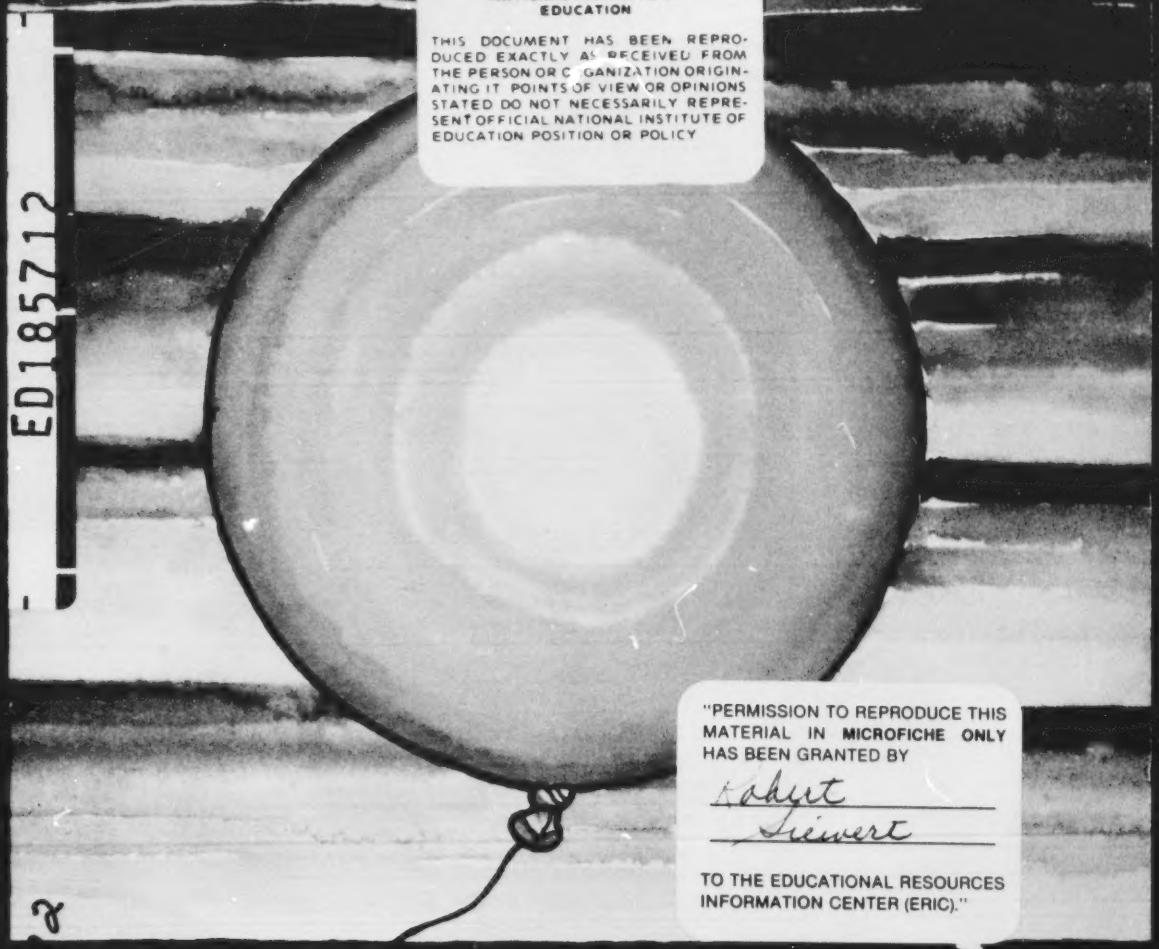

Identifying the Talented and Gifted

2

IDENTIFYING TALENTED AND GIFTED STUDENTS

Richard Bagley
Kenneth Frazee
Jean Hosey
James Kononen
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This series was cooperatively developed by the following: Project Director - Robert Siewert, Specialist, Talented and Gifted Programs, Oregon Department of Education, Salem, Oregon; Project Coordinator - Carleen Matthews, Northwest Regional Educational Laboratory; Series Editor - Candy Withycombe; and Richard Arends, University of Oregon.

Oregon Association for Talented And Gifted

Oregon State DEPARTMENT OF EDUCATION

Northwest Regional Educational Laboratory

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The "Oregon Series on Talented and Gifted Education" of which this booklet is a part, was made possible with the support of the United States Office of Education, Department of Health, Education and Welfare, through grant #G007800756 to the Oregon Department of Education, Office of Talented and Gifted Education. However, the content does not necessarily reflect the position or policy of HEW, and no official endorsement of these materials should inferred.

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Special thanks to the following reviewers who contributed helpful suggestions.

Gayle Hendrick	Beaverton, Oregon
Nancy Leahy	Gladstone, Oregon
Linda Contreras	Sacramento, California
Ronald Smith	Portland, Oregon
Patricia Pintarach	Portland, Oregon

Illustrated by:

Sharon Torvick	Salem, Oregon
Warren Schlegel	Portland, Oregon
Maggie Rogers	Portland, Oregon

FOREWORD

This booklet, in discussing the identification of talented and gifted students, assumes that the school has conducted a needs assessment and has decided to implement a gifted program.

General and specific characteristics of talented and gifted students are listed, with methods of evaluation given for the areas of general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, and visual and performing arts.

The value of a systematic nondiscriminatory approach to identifying talented and gifted students is stressed.

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Setting: A Classroom
Time: The end of the school year

The teacher asked all of the students to write about their summer plans and share them with the rest of the class in an hour.

Sherri found a large piece of butcher paper and began writing and drawing the summer activities she cherished the most. People were pictured swimming, hiking, reading and talking. The fine detail and use of color on her figures were extraordinary. Sherri's printing demonstrated both exceptional control and her personal grace.

As the children shared their work orally, Sherri stood at the front of the class nervously reading her large expanse of paper. When she finished she looked up to delighted faces circling the room.

Her teacher's eyes showed great concern. She commented, "Sherri, why haven't you shared your art before? It is magnificent."

Sherri replied, "There has never been enough time. You said at the first of the year that we would spend most of our time in drama, not art."

TALENTED AND GIFTED:
A DEFINITION AND
IMPLICATIONS FOR SCHOOL PROGRAMS

It is only when students have opportunities to demonstrate their capacity that talented and gifted students can be identified. The primary concern in this booklet is with understanding students' special talents and capabilities and measuring and identifying them through the most efficient model and systems possible.

WHO ARE THE GIFTED?

The U.S. Office of Education gives the following definition for talented and gifted children.

> "Gifted and talented children are those identified by professionally qualified people, who, by virtue of outstanding abilities, are capable of high performance. These are children who require special educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society."

These students comprise approximately three to five percent of the national population.

WHAT ARE LEARNER CHARACTERISTICS OF THESE STUDENTS?

May V. Seagoe, Professor of Education at University of California, Los Angeles, succinctly describes gifted students' learning characteristics and their related frustrations. Both factors must be considered when identifying talented and gifted students in order to develop the best curriculum program design. In the best program planning the learners' characteristics, the related problems and curriculum design are interwoven.

Some Learning Characteristics of Gifted Children [1]

May V. Seagoe
Professor of Education
University of California, Los Angeles

Characteristics	Concomitant Problems
1. Keen power of observation; naive receptivity; sense of the significant; willingness to examine the unusual	1. Possible gullibility
2. Power of abstraction, conceptualization, synthesis; interest in inductive learning and problem solving; pleasure in intellectual activity	2. Occasional resistance to direction; rejection or remission of detail

3. Interest in cause-effect relations, ability to see relationships; interest in applying concepts, love of truth	3. Difficulty in accepting the illogical
4. Liking for structure and order; liking for consistency, as in value systems, number systems, clocks, calendars	4. Invention of own systems, sometimes conflicting
5. Retentiveness	5. Dislike for routine and drill; need for early mastery of foundation skills
6. Verbal proficiency, large vocabulary; facility in expression; interest in reading; breadth of information in advanced areas	6. Need for specialized reading vocabulary early; parent resistance to amount of time spent reading; escape into verbalism
7. Questioning attitude, intellectual curiosity, inquisitive mind, intrinsic motivation	7. Lack of early home or school stimulation

8. Power of critical thinking; skepticism, evaluative testing; self-criticism and self-checking	8. Critical attitude toward others; discouragement from self-criticism
9. Creativeness and inventiveness; liking for new ways of doing things; interest in creating, brainstorming, freewheeling	9. Rejection of the known; need to invent for oneself
10. Power of concentration; intense attention that excludes all else; long attention span	10. Resistance to interruption
11. Persistent, goal-directed behavior	11. Stubbornness
12. Sensitivity, intuitiveness, empathy for others, need for emotional support and a sympathetic attitude	12. Need for success and recognition; sensitivity to criticism; vulnerability to peer group rejection
13. High energy, alertness, eagerness; periods of intense voluntary effort	13. Frustration with inactivity and absence of progress

14. Independence in work and study; preference for individualized work; self-reliance need for freedom of movement and action	14. Parent and peer group pressures and non-conformity; problems of rejection and rebellion
15. Versatility and virtuosity; diversity of interests and abilities; many hobbies; proficiency in art forms such as music and drawing	15. Lack of homogeneity in group work; need for flexibility and individualization; need for help in exploring and developing interests; need to build basic competencies in major interests
16. Friendliness and out-goingness	16. Need for peer group relations in many types of groups; problems in developing social leadership

WHAT DOES THIS MEAN IN TERMS OF SPECIFIC CURRICULUM DESIGN?

Educators today face the tremendous challenge of providing every child with opportunity to learn at his/her own rate and develop to the fullest potential. National funds have been targeted to school districts for remediation and impacting problems of poverty, physical handicaps, emotional handicaps and learning disabilities. The pendulum has begun to swing however, and special funds have been appropriated for programs and teacher training addressing the needs of talented and gifted students.

Talented and gifted students may master the standard curriculum program in one-third the time it takes other students. What is the proper balance between basic skills teaching and higher cognitive reasoning for gifted students? Ramas (1975) reports the need for creating a 30-70 time split for the talented and gifted student, between the teaching of basic skills and providing opportunities for higher cognitive learning in the areas of reasoning, drawing inferences and reaching conclusions. This is the opposite of the 70-30 split reported in the normal school curriculum. Students with specialized talents will need attention placed at their level for maximal growth. Their cognitive growth should be accompanied by opportunities for the development of social and emotional skills that produce feelings of self-confidence, capacity for caring and relating closely with other people.

The talented and gifted student possesses great independence, and develops special abilities, diverse interests and breadth in the learning process. Interests are pursued simultaneously with the growth of skills and knowledge in other fields. Martinson (1974) reported that gifted children frequently choose careers that reflect concern with society, in addition to making these career choices early in life. Diverse curricular offerings need to be available for the talented and gifted student. Career awareness and career counseling must begin early.

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[1]Reprinted by permission from The Identification of the Gifted and Talented, Office of the Ventura County, California Schools.

STATE OF OREGON GUIDELINES FOR TALENTED AND GIFTED PROGRAMS

For funding purposes, Oregon statutes have identified the talented and gifted student as one "who has demonstrated or shows potential for a very high level of academic or creative aptitude which requires special educational programs or services in order to meet the pupil's needs."

Areas identified for funding purposes included:

- o General intellectual ability
- o Specific academic aptitude
- o Creative and productive thinking
- o Leadership ability
- o Visual and performing arts

WHAT ARE METHODS FOR SELECTION IN THE STATE OF OREGON?

Oregon Administrative Rules require the use of multiple identification processes. These guidelines state:

> OAR 581-15-830 (1) In selecting talented and gifted pupils to be served, school districts shall use multiple methods. No single test, score or measure shall be the determining factor, and a case study format is to be used in the final determination. A minimum of three (3) of the following categories of tests and measures (a, b, c, d) shall be used in

the identification of pupils for a program or service. The testing requirement is waived for grades K-3 for the 1978-79 school year:

(a) Objective test information including one or more of the following:
  (A) Intelligence tests
  (B) Achievement tests
  (C) Creativity tests
  (D) Other tests as approved by the Department of Education

(b) Subjective measures and indicators including one or more of the following:
  (A) Teacher
  (B) Self
  (C) Critical others

(c) Documentation by other qualified professionals in the given field or fields in which the pupil may receive special instruction or services

(d) Other measures as approved by the Oregon Department of Education prior to their use

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HOW THIS BOOKLET ORGANIZES INFORMATION RELATED TO STATE OF OREGON METHODS FOR SELECTION

Objective test information is contained in three sections: intelligence tests are discussed under the heading "General Intellectual Ability," achievement tests are discussed under the heading "Specific

Academic Aptitude," creativity tests follow the heading "Creative and Productive thinking."

Subjective measures and indicators by teachers, the student and critical others will be referenced specifically in each of the five areas: General Intellectual Ability, Specific Academic Aptitude, Creative and Productive Thinking, Leadership Ability, and Visual and Performing Arts.

Nomination forms are commonly identified as subjective measures. They could be teacher nomination forms, adult nomination forms (including both parents and other community members), peer nomination forms, student self-assessments, and student interest surveys.

Nomination forms should generate quick responses to general questions about capacity, skills and abilities, creativity and personal or affective characteristics of individual students. The content should be broad with a simple format.

Teacher nomination is one of the most widely used means of identification. Martinson (1974) speaks to the teacher's role in the process of identification, as well as the benefits to both students and teachers.

> Teacher participation in study and observation of characteristics of the gifted is valuable inservice training; the judgment of teachers, when combined with other screening methods, increases the likelihood that children will not be overlooked for referral; although it would be difficult to prove, participation in nomination and selection of candidates for testing should increase interest in the gifted and increase teacher's awareness of gifted children and their educational needs.

Community members, school personnel other than teachers (principals, counselors, librarians, etc.), and parents may have formed accurate opinions of advanced knowledge and unusual interest of specific students. A sample adult nomination form is located in the Appendix.

Ciha and others (1974) determined that parents were highly accurate predictors in identifying the talented and gifted. The study also pointed out that parents can overestimate their children's abilities. Parent nominations can help school personnel find cues to giftedness. One-page forms sent home to all parents in early grades can provide indicators of students with unusual abilities. Information requested from the parents might include the child's hobbies or interests, books read, special needs or problems, unusual accomplishments, talents, preferred activities when alone, relationships with others and any special opportunities the child has experienced.

Peer nomination forms can be useful tools in the identification process. Using the adult nomination form as a model, construct a form for students in simple, appropriate language. If the focus area for the form is art, for example, the comments might include:

- Who would you select to teach you an art skill you wanted to learn?
- Who would you choose to make a beautiful gift for you to share with someone you love?

The student interest survey can be used as a needs information gathering tool. It is designed for classroom use to determine how students spend their leisure time at school, home and in the community, as well as their motivation and commitment to their personal choices. The survey form must be adapted to

meet needs of various age levels. A sample student interest survey is located in the Appendix.

Documentation by other qualified professionals refers to the formation of a panel of experts who formally evaluate the student's potential. Talented adults in the fields of creative writing, music, drama, art, science, mathematics and other fields can facilitate the identification process by offering their evaluative assistance. Multiple benefits are derived from this process, both in accurately assessing talent and involving community persons in the educational process.

The Connecticut Task Force Report (1974, p. 11) describes a method of identifying creative students. A panel is comprised of specialized teachers, experts in the specific field under consideration, counselors and others. The panel views performance, portfolios of work and other specific indicators. Imaginative insight, interest level and involvement, and advanced skills are evaluated.

Artists in the schools can identify the gifted and talented, as well as provide inspirational models for them. After the artist's residency program is completed, a community mentor might be recruited for the student needing additional training.

Other measures could include autobiographical statements, major projects or performances, extra curricular activities, grades and other scholastic measures. They could also include interest surveys and interviews.

Martinson (1974, p. 50) described the autobiographical process for identification of talented and gifted children. Cues indicative of high abilities may be found in oral and written autobiographies of elementary students. Young children may respond best to this process with the aid of a tape recorder. Secondary

students may reject this process, seeing it as an invasion of privacy.

WHY USE SYSTEMS FOR IDENTIFICATION OF TALENTED AND GIFTED?

Oregon Administrative Rules require the use of a systematic approach to identification. These guidelines state:

OAR 581-15-830 (6) The process for identifying pupils as talented and gifted in one or more of the areas listed shall be the responsibility of the district. The process, however, shall meet the following criteria:

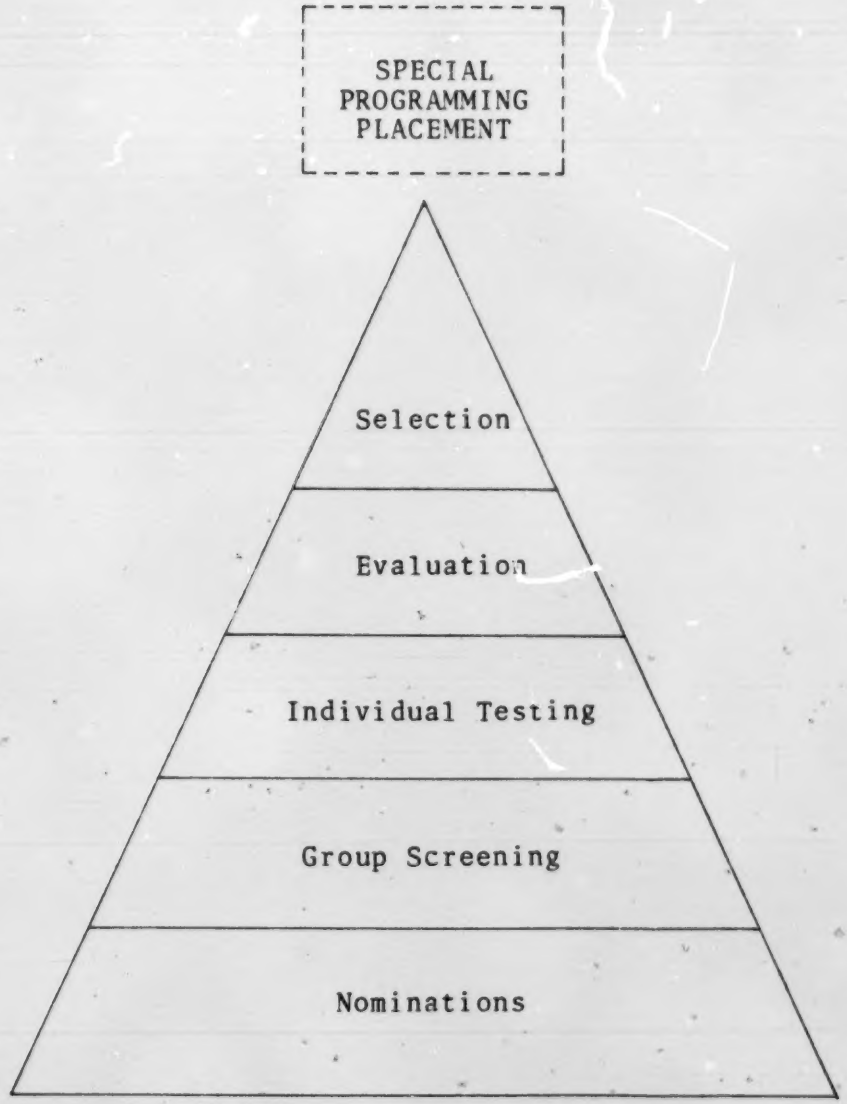
(a) The identification process shall include the following steps:
  (A) Screening of the total school population to identify potential talented and gifted pupils
  (B) Selection of talented and gifted by the selection team which may include professionals such as school psychologists, psychological examiners, administrators, teachers, counselors, special educators, community professionals, and others as are appropriate to the types of pupils being selected
  (C) Placement of selected pupils

A suggested model follows on the next page and illustrates the relation of each procedure to the others in the identification system. In the pyramid, nomination and group screening occur within the category "screening process." Individual testing, evaluation, and selection all occur within the category "selection process," and "placement" is the end product, occurring after all of the other processes.

The screening process considers 100 percent of the student population at the nomination level. Group screening could be accomplished with the top 20 to 25 percent of the student population.

Selection could be given to the top 10 percent of the school population. All of the students undergoing testing procedures should be evaluated, and the information should be put into a case study.

Placement occurs for students who meet minimum eligibility criteria, or who perform or demonstrate the potential to perform in the top 3 percent of the national school population.



A MODEL FOR IDENTIFICATION

CULTURALLY DIFFERENT TALENTED AND GIFTED

Talented and gifted are not unique to one group, do not favor one social class more than another, nor are they the prerogative of any particular race or sex. Talented and gifted students are found in all racial, cultural, social and economic segments of society. However, many measurement instruments--achievement tests, individual intelligence tests, and group intelligence tests--draw heavily on white middle-class language, vocabulary, experience and values. Many of the instruments are loaded with environmentally dependent items. How then can we be sensitive to identification of the culturally different child in talented and gifted programs?

Research provides some answers. Culturally different students are those who fall outside the mainstream of society's dominant culture. In the United States, they may include Native Americans, Blacks, Chicanos, Asians and others. Several studies show that other groups not strictly categorized as "culturally different," such as females, the handicapped, urban and rural communities, the impoverished, and the linguistically different also need special attention during the identification processes.

WHAT DOES RESEARCH SAY ABOUT IDENTIFICATION OF CULTURALLY DIFFERENT TALENTED AND GIFTED STUDENTS?

Renzulli (1973) reported the need for educational testing to be sensitive to linguistic differences among students. If the language of an intelligence test is

predicated on norms and values of only the dominant culture, how can the "culturally different" student be identified as talented and gifted by an intelligence test? Renzulli stresses that talent searches must take place in the classroom on a regular basis.

Marland (1971) found that common usage of the more easily scored group tests failed to identify half of the gifted population.

Tongue and Sperling (1976) were very concerned about the limitations of standardized tests, and suggested a broadening of the concept of giftedness to include answering the following questions:

- Can intelligence tests alone identify all gifted students?
- Can "street smart" be its own kind of giftedness?
- Will expanding the numbers of students served in a gifted program to include the upper 10 percent identify more of the students needing special talented and gifted programming?
- Does high intelligence span all cultural, economic, ethnic and linguistic groups?
- Can you isolate productive thinking, planning, decision making, communication and leadership from intellectual talents?

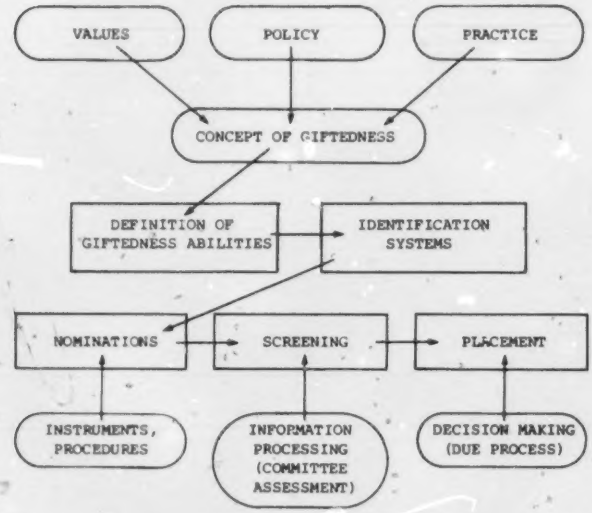
HOW CAN SCHOOL PERSONS DESIGN PROCEDURES WHICH IDENTIFY THE CULTURALLY DIFFERENT?

Since intelligence tests alone cannot identify all forms of higher intellectual functioning, from sophisticated accommodation of social rules (street smartness) to the application of productive thinking,

planning, and decision making skills, many different methods of identification must be used.

Renzulli supports this notion: "Decide on what type of program you will have and then design the identification system to fit the program." A diagram of Renzulli's concept illustrates the relationship between definition and identification.

RELATIONSHIP BETWEEN CONCEPTION AND DEFINITION OF GIFTEDNESS AND THE IDENTIFICATION SYSTEM



Reprinted by permission from An Identification Model by Cornelia Tongue and Charmian Sperling, North Carolina State Department of Public Instruction.

Frank Williams was also concerned about the need for differentiated identification. The following matrix helps administrators of talented and gifted programs analyze data that have been collected from many sources and focus them on the unique profile of each student. Williams' matrix contains three categories supported by appropriate procedures. These three categories are test data, performance data and developmental data. In addition, five general talent categories are identified on the vertical axis. These talent categories are: academic/intellectual, artistic/expressive, leadership/psychosocial, divergent production/ process, and kinesthetic.

AN IDENTIFICATION MATRIX

	TEST DATA								PERFORMANCE DATA						DEVELOPMENTAL DATA
												Nominations Checklists, Scales			
	Intelligence	Achievement	Creativity-Divergent Think.	Aptitude	Divergent Feeling	Biographical Inventory	Culture Free	Grades	Demonstration of Skills	Teacher and/or Other School Personnel	Peer	Parent	Self	Case studies, anecdotes, biographical data and interviews
Academic/ intellectual														
Artistic/ expressive														
Leadership/ psychosocial														
Divergent production/ process														
Kinesthetic														

As previously discussed talented and gifted students can be located in all sectors of society, in all races, all cultures, and in all social and economic groups. Many measurement instruments have been validated principally on one racial and/or the dominant economic group. Holding these two premises in mind, educators must be concerned with the ways "culturally different" students are identified in a talented and gifted program. It becomes equally important to look at ways the "culturally different" students are not identified in a talented and gifted program, and to begin using identification procedures that seek out needed information. The example on the following page shows how this information can be summarized.

WILLIAMS' MATRIX ADAPTED TO SHOW
THE IDENTIFICATION OF MAINSTREAMED GIFTED
AND CULTURALLY DIFFERENT GIFTED STUDENTS

	TEST DATA							PERFORMANCE DATA					DEVELOPMENTAL DATA
										Nominations Checklists, Scales			
	Intelligence	Achievement	Creativity-Divergent Think.	Aptitude	Divergent Feeling	Biographical Inventory	Culture Free	Grades	Demonstration of Skills	Teacher and/or Other School Personnel	Peer	Parent	Self	Case studies, anecdotes, biographical data and interviews
General intellectual	X	X		X		X		X	X	X	X	X	X	X
			O	O			O		O		O	O	O	O
Specific adademic aptitude		X		X				X	X		X	X	X	X
			O	O			O		O		O	O	O	O
Creative or productive thinking			X		X				X	X	X	X	X	X
			O	O					O	O	O	O	O	O
Leadership				X		X			X	X	X		X	X
						O			O	O	O		O	O
Visual and performing arts			X		X	X			X	X	X	X	X	X
			O	O		O			O	O	O	O	O	O

X--the mainstreamed gifted student
O--the culturally different gifted student

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UNDERACHIEVING TALENTED AND GIFTED

Underachievement may result when certain traits or characteristics of talented and gifted students turn into difficulties.

- A gifted student's sensitivity and perceptiveness can manifest itself in tremendous inner conflict, pressure and supersensitiveness to others.

- A gifted student's perfectionism, perseverance and conscientiousness may result in destructively high pressure from adult expectations, as well as tremendous pressure from within to pursue, master, create and achieve.

- A gifted student's independence of thinking and nonconformity needs to be balanced with feedback from the self and others who value that differentness. If the balance is not maintained, disharmony can create feelings of not being OK or of being inadequate, as well as feelings of social isolation.

- A gifted student's drive to discover and create within a strong personal framework of independence, self-direction and self-sufficiency must be valued, encouraged and provided for within a school setting. If the learning style is not provided for, the gifted student may lose personal drive to acquire knowledge as rapidly as personal capacity allows.

Early identification of the gifted, coupled with understanding of giftedness and how giftedness determines needs in curriculum content and teacher facilitation, can prevent problems of underachievement. The inner direction of the student requires the teacher to become a resource person and catalyst for learning. The content of curriculum must provide for great involvement, exploration and expansion of interests. Opportunities must be presented for problem-solving. An individualized approach will reduce pressure and allow the gifted student to reach closer towards optimal functioning.

GENERAL INTELLECTUAL ABILITY

ELIGIBILITY CRITERIA
STATE OF OREGON

OAR 581-15-830 (4) (a) Pupils selected as having outstanding general intellectual ability will perform at or above the 97th percentile on nationally standardized tests or demonstrate the potential to perform at this level as judged by the selection team based upon other information contained in the case study. A test of intelligence shall be used as one of the identification measures.

Talented and gifted students who qualify within the area of "general intellectual ability" are those students who score in the top three percent on an intelligence test. These are students who need individual programming in terms of acceleration through indepth studies or special classes. Talented and gifted students in this category often have outstanding abilities in more than one area.

HOW TO SCREEN FOR GENERAL INTELLECTUAL ABILITY

Group intelligence tests make it possible to test large numbers of students in a comparatively short time. However, it must be stressed that group tests should not be regarded as anything more than a screening device. Other instruments should be used to support the findings of group intelligence tests.

Test manuals should be consulted to allow for error of measurement on the various tests used. Since there is a possibility that some gifted students may "slip through" such screening, use 120 as the cut-off score and collect additional data on those students. Teacher checklists, achievement tests and records and parent/pediatric records of development may also serve the screening process.

HOW TO IDENTIFY GENERAL INTELLECTUAL ABILITY

Individual intelligence tests administered by a trained person can provide more personalized data on students who appear to have extremely high intellectual ability. A greater range of abilities can be tested and an interpretation of the quality of performance is possible on an individual intelligence test. These tests cannot begin to measure all human abilities, but do identify talented and gifted students more effectively than group intelligence tests.

An individual test will take approximately an hour to give. The individual Slosson test may be given in twenty to thirty minutes and is based on items in the full Stanford-Binet. When the fullest possible information is required, do not use the Slosson test. It is also important to use an individual test which provides an adequate ceiling. Gallagher (1966) states that a number of research studies have compared the IQ ranges that can be measured on the Stanford-Binet and

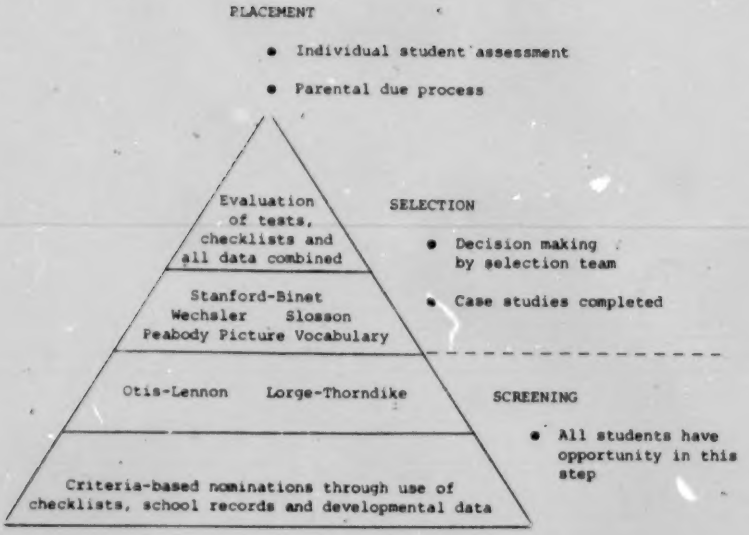
the Wechsler Intelligence Scale for children. The studies conclude that the Binet has the highest range of the two tests.

There is controversy about the reliability of group and individual intelligence tests for very young children from preschool age to second grade. Take care here to use many sources of data in addition to intelligence tests. Some other sources of appropriate data for selection in this area might include:

- o Achievement tests
- o Aptitude tests
- o Records of performance
- o Nomination forms, including teacher checklists and developmental records from parents and peer identification
- o Personality tests
- o Creativity tests
- o Student interviews

Problems associated with the individual intelligence tests can include: content issues relating to students with language or socio-economic disadvantages; the cost of the tests; and the lack of trained personnel to administer and interpret the tests.

Two charts follow. The first one is "A Model for Identifying Intellectually Gifted" and it shows a system approach for identification. The second chart is a compilation of data about intelligence tests--how they are given, who is qualified to give them, the approximate time of administering them and appropriate grades or age levels.


PLACEMENT
• Individual student assessment
• Parental due process
Evaluation of tests, checklists and all data combined
SELECTION
• Decision making by selection team
Stanford-Binet
Wechsler Slosson
Peabody Picture Vocabulary
• Case studies completed
Otis-Lennon Lorge-Thorndike
SCREENING
• All students have opportunity in this step
Criteria-based nominations through use of checklists, school records and developmental data

IDENTIFICATION MODEL FOR INTELLECTUALLY GIFTED

INTELLIGENCE TESTS

	Group	Individual	Administered by Specialist	Administered by Teacher	Approximate Time in minutes	Grades or Age Levels
Cognitive Abilities Test	X		X	X	210	K-12
Columbia Mental Maturity (Non-Verbal)		X	X	X		K-4
Lorge-Thorndike Intelligence Tests (LTIT)	X		X	X		K-12
Otis-Lennon	X		X	X	40 - 50	K-12
Peabody Picture Vocabulary (Non-verbal)		X	X	X	15	2 1/2 years to 18 years
Raven Progressive Matrices (non-verbal)	X	X	X	X	10 - 15	5 years to adult
Slosson		X	X	X	20 - 30	Infancy to adult
Stanford-Binet		X	X		60	2 years to adult
Wechsler Adult Intelligence Scale		X	X		60	16 years +
Wechsler Intelligence Scale for Children-Revised (WISC-R)		X	X		60	6 years to 16-11
Wechsler Preschool & Primary Scale of Intelligence (WIPPSI)		X	X		60	4 years to 6 1/2 years

SPECIFIC ACADEMIC APTITUDE

ELIGIBILITY CRITERIA
STATE OF OREGON

OAR 581-15-830 (4) (b) Pupils identified as having an outstanding specific academic aptitude will perform at or above the 97th percentile in one or more areas of academic performance, or demonstrate the potential to perform at this level as judged by the selection team based upon other information in the case study. A test of academic achievement must be used as one of the identification methods.

Students who show high academic aptitude are those who have demonstrated superior ability or potential in a specific academic area. These students may or may not have IQ scores meeting eligibility for intellectually gifted programs.

Numerous achievement tests are available. Some school districts use achievement tests routinely to monitor and chart the progress of entire school populations. When used with entire school populations, achievement tests may provide an excellent screening device for a talented and gifted program.

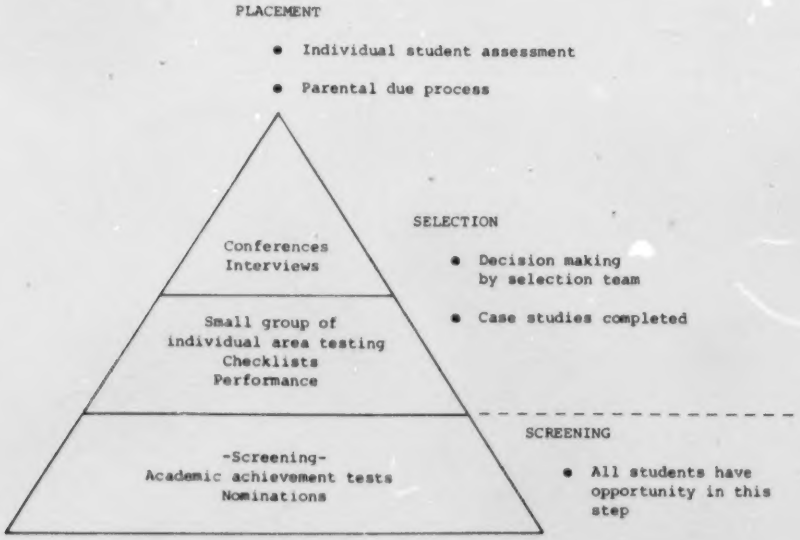
Select particular achievement tests which measure academic aptitude in the identified talented and gifted program areas. If mathematics is identified as a

program area, find a mathematics achievement test to measure the student's functioning in that area. Achievement tests may not measure the true ability of the underachieving gifted student. The tests may select students with average ability who are highly motivated and hardworking.

A model for identifying specific academic aptitude would include four steps:

- Screening with schoolwide achievement tests and nomination form
- Small group or individual testing, checklists, and performance data
- Conferences and interviews
- Selection, placement and program operation

An illustrated model follows:



IDENTIFICATION MODEL FOR SPECIFIC ACADEMIC APTITUDE

The following chart represents a range of achievement tests.

ACHIEVEMENT TESTS

	Group	Individual	Administered by Specialist	Administered by Teacher	Approximate Time in minutes	Grades or Age Levels
California Achievement Tests				X		K-12
Comprehensive Test of Basic Skills (CTBS)	X			X	170 - 257	2-12
Iowa Test of Basic Skills	X			X		K-12
Jastak Wide Range Achievement Test (WRAT) *	X	X		X	20 - 30	K-adult
Key Math Diagnostic Arithmetic Test	X	X		X	30	K-12
Metropolitan Achievement Tests	X			X	120	K-10
Peabody Individual Achievement Test		X		X	30 - 40	K-12
Stanford Achievement Test	X			X	127 - 300	1-10

* On WRAT, the spelling and arithmetic sections can be given to groups, reading is given individually.

CREATIVE AND PRODUCTIVE THINKING

ELIGIBILITY CRITERIA
STATE OF OREGON

OAR 581-15-830 (5) Pupils selected as having outstanding talent in the following category will demonstrate the ability to perform in the top three percent of the national school population:
(a) Pupils selected as creatively gifted shall demonstrate outstanding creative ability in thinking and production.

Creative thinking is used synonymously with divergent thinking--thinking which generates many ideas, a variety of ideas, new and unique ideas.

HOW ARE STUDENTS SELECTED AS CREATIVE THINKERS?

Selection of talented and gifted students in the area of creative thinking falls into the three phases: nominations, creativity tests and creative achievements.

Nominations for students in the creative thinking area come from parents, peers, self and other community people. Creative thinking rating scales are helpful here, as for example the Renzulli-Hartman Scales, or the Williams Scale. Anyone nominating a student should provide evidence to support the nomination. Other creativity nomination forms are available from a variety of sources.

General personal characteristics of talented and gifted students in the creative thinking area are:

- Originality. The student enjoys the unusual, questions established methods, and thinks in uncommon ways.

- Fluency. The student has several ideas or answers about issues and questions.

- Flexibility. The student thinks of many ways to use an object rather than just common use. The student thinks of many possibilities for solving problems.

- Elaboration. The student enjoys embellishing the work of others. The student uses great detail in his/her drawing and in other work.

- Inquisitiveness. The student explores and questions many ideas and projects. The student continually searches for new experiences and new thoughts.

- Imagination. The student uses imagination to tell stories about places and things never previously experienced. The student wonders freely about life experiences.

- Courage. The student has a high sense of adventure, enjoys being involved in ideas and projects not tried before, and is unafraid to risk or take chances. The student believes in his/her own ideas, can set high personal goals for accomplishment, and can admit mistakes or failures.

- Complexity. The student enjoys difficult tasks, and working on problem solving without assistance. The student is interested in complicated things and ideas.

The Torrance Figural Test is probably the most widely used test for creative thinking. It does, however, require training to evaluate.

There is disagreement about reliability in testing and measurement of creative thinking. Primary issues of concern are:

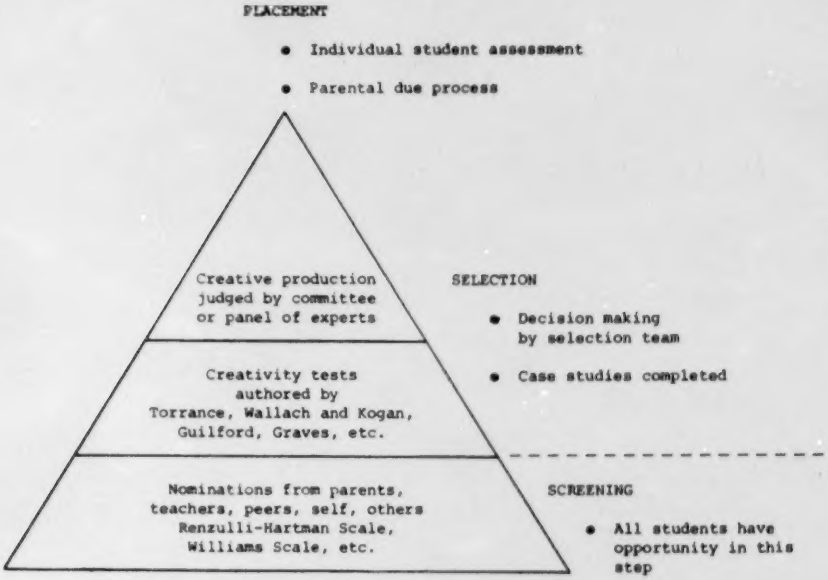
- Is creativity best measured through paper and pencil activities?

- Does a testing atmosphere, a forced commitment to task and performing within someone else's rigid time schedule produce creativity?

- Can creativity tests predict future creative production?

Creative achievements of students can be used as a selection method. These might be judged by an appropriate committee or even a panel of experts known for their creativity. What will be the criteria for the selection of panel or committee members? How objective will the panel's process be? Creative thinking test data and creative thinking rating scales might assist the panel's focus for student identification.

Identification of talented and gifted students who are creative thinkers is best accomplished through a variety of selection methods. The following chart is not necessarily hierarchical; one method may be just as valid as another. Do not eliminate students on the basis of any one method.


PLACEMENT
• Individual student assessment
• Parental due process
Creative production judged by committee or panel of experts
SELECTION
• Decision making by selection team
Creativity tests authored by Torrance, Wallach and Kogan, Guilford, Graves, etc.
• Case studies completed
Nominations from parents, teachers, peers, self, others Renzulli-Hartman Scale, Williams Scale, etc.
SCREENING
• All students have opportunity in this step

IDENTIFICATION MODEL FOR CREATIVE THINKING

HOW DOES PRODUCTIVE THINKING DIFFER FROM CREATIVE THINKING?

Productive thinking is problem solving, producing a practical solution for a recognized need. Creative thinking may be involved in the problem-solving process to brainstorm alternate solutions. In creative thinking, fantasy and imagination are utilized and valued. Creative thinking may be concerned with the practical and impractical. Productive thinking, however, is concerned primarily with practical solutions for recognized problems. The productive thinker enjoys looking at the problem-solving processes and inventing means to better implement, manage and evaluate solution-oriented activities.

WHAT IS A GOOD METHOD FOR LOOKING AT PRODUCTIVE THINKING?

There are seven steps in the problem-solving process. They are:

- Recognizing that a problem exists
- Gathering information
- Analyzing the data
- Defining or redefining the problem
- Hypothesizing
- Selecting course(s) of action
- Implementation

In each of these steps, generalized student characteristics are exhibited. Creative application of problem-solving skills is shown in observable student behaviors. The following chart from the New York State Guidelines for the Identification of the Gifted and Talented illustrates how to focus on creative problem solving.

Generalized Characteristics	Observable Student Behaviors
STEP ONE: Recognizing that a problem exists	
The student:	
is curious, perceptive, sensitive, intuitive, skeptical;	
has the capacity for being puzzled;	
has to "find out;"	
wants to understand the world--to know what makes things "tick;"	
is very aware of people's thoughts and feelings.....	asks many questions and more complex than agemates; identifies several aspects of a problem area; asks about gaps or missing links, flows and deficiencies;
takes a broad look at problems, issues and situations.....	questions common, ordinary events and ideas that most take for granted

STEP TWO: Gathering information

The student:

- is open, receptive to new ideas, new people and tasks;
- has acquired knowledge and concepts considered basic to his or her field of giftedness;
- knows and can apply the fundamental cognitive skills needed to gain new knowledge and understanding;
- knows, understands and is able to use the written or visual symbols to gain information basic to the field;
- is able to defer judgment..... is "into everything," has unusual sources of information, does not summarily reject findings, ideas, behaviors on the basis of their source;
- seeks information from a great variety of sources;
- accepts conflicting data;
- can apply previous learnings to new situations;
- can translate to oral language data acquired from observation

STEP THREE: Analyzing the data

The student:
- is logical in thought;
- is organized mentally;
- can classify;
- can distinguish between cause and effect relationships, facts and hypotheses, the relevant and irrelevant differences and similarities;
- can apply sequencing skills;
- is able to think convergently..... expresses ideas voluminously through use of symbols appropriate to the field;
  - identifies quickly similarities and differences and paradoxes;
  - describes a sequence of events or ideas;
  - has rapid insights into cause/effect relationships;
  - points out relationships between conceptual areas not usually related;
  - establishes a network of related facts and concepts;
  - likes to organize and bring structure to things, people and situations;
  - explains underlying principles easily;

is able to reach accepted and generally approved answers

STEP FOUR: Defining or redefining the problem

The student:
- is able to relate information to moral, ethical and aesthetic values of self and others;
- can deal with ambiguities;
- can think divergently;
- enjoys the process of searching for "important" or "highly significant" issues or problems that are not run-of-the-mill;
- is interested in moral and humane issues such as religion, politics, environment, war, care for the elderly, what is "fair" and "just" treatment;
- likes to try new things, is a risk-taker;
- is idealistic (or naive);
- enjoys complexities;
- is able to synthesize.. assesses the problem in terms of values;
  - relates information and events to value positions;
  - defines or redefines the problem in terms of an expressed value position;
  - seems to say, "Why not try for the longshot?";

"digs into" things;
analyzes a multiple choice question and shows how more than one choice could be correct given certain situations

STEP FIVE: Hypothesizing

The student:
is able to generate ideas and is inventive, original, fluent, flexible;
is able to elaborate;
likes to fantasize and use imagination.....

arranges and recombines data to create new structures for looking at the problem;
can think of new ways to use old or standard ideas and things;
can think of novel, unique or unusual possibilities;
can think of many possibilities;
can think of different kinds of possibilities, manipulates, adapts and modifies ideas;
can embellish the possibilities

STEP SIX: Selecting course(s) of action

The student:
- is able to predict;
- is able to select and apply technical evaluation criteria and valuing processes..... makes predictions;
  sets achievable long- and short-range goals and objectives;
  supports ideas and opinions with evidence

STEP SEVEN: Implementation

The student:
- develops a product, process or performance which is judged as superior in quality and unusual..... seems to have no fear of failure but uses trial and error constructively;
  is resourceful;
  wants to carry through and finish a project;
  is task-oriented;
  plans and organizes carefully;
  takes the initiative;
  is a "doer," finishes projects

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SUMMARY

It is important for students with the gift for creative and productive thinking to have the opportunity to understand real needs in their home, school and community settings, and to especially have the opportunity to contribute to solutions in these settings. Programs that feature community job settings, home-based projects, school governance activities, as well as local civic and political projects, offer the kinds of realistic environments and programmatic information that productive thinkers need. For these reasons, talented and gifted programs which emphasize experimental learning processes and "life-role projects" are more likely to effectively both identify and serve productive thinkers.

VISUAL AND PERFORMING ARTS

ELIGIBILITY CRITERIA
STATE OF OREGON

OAR 581-15-830 (5) Pupils selected as having outstanding talent in the following categories will demonstrate the ability to perform in the top three percent of the national school population:
(b) Pupils selected as having outstanding talent in the visual and performing arts shall be identified using other professional judgment and documentation as one of the identification methods.

Artistically talented students are those who show exceptionally high potential for expressing themselves aesthetically in the fine arts, crafts, graphics, music, dance, drama and mime. Since assessment necessitates aesthetic value judgments, a great deal of care must be taken in attempting to identify the talented and gifted in visual and performing arts. Direct observation of performance by recognized professionals working in the particular field of the visual or performing arts is more meaningful than results obtained from test scores. No such tests have

yet been validated, nor do existing ones attempt to measure quality.

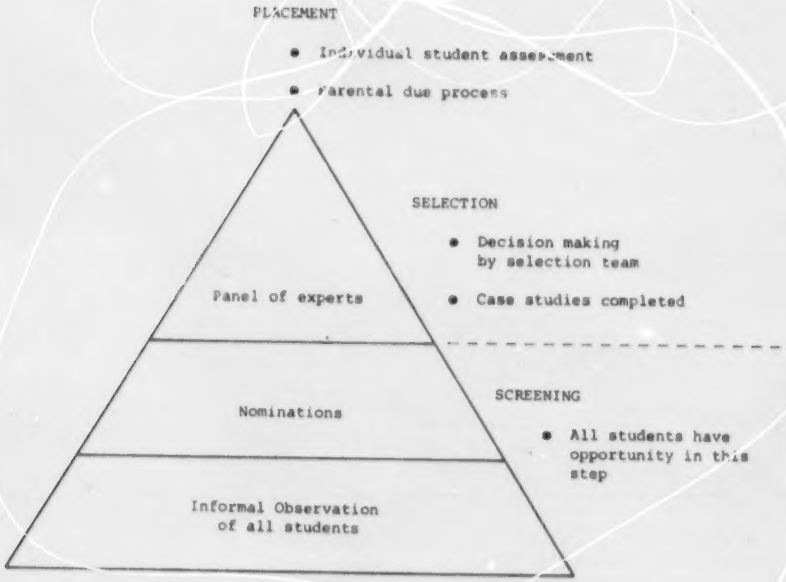
Three steps could be involved in identification:

- o Direct informal observation of performance
- o Nominations
- o Evaluation by a panel of experts

Direct informal observation and nominations may come from teachers, parents, peers or community members. Located in the Appendix is the UNICORNUCOPIA: A GUIDEBOOK FOR GIFTED AND TALENTED. It is a guidebook for teacher nominations of talented and gifted students in the areas of scientific talent, dramatic talent, intellectual talent, musical talent and artistic talent.

Staff members, experts in the field and local artists comprise a panel of experts. This panel receives work samples and portfolios, and may view student auditions or performances before they select the talented and gifted.

An identification model, list of tests and bibliography follow.



IDENTIFICATION MODEL FOR VISUAL AND PERFORMING ARTS

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(See also tests for Creative/Divergent Thinking.)

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Barron-Welsh Art Scale: A Portion of the Welsh Figure Preference Test (ages 6-18). Consulting Psychologists Press, Inc.

A Biographical Inventory, Form R (grades 9-12). Creativity in art and music, academics, and leadership.

Ashton, Dudley. Gross Motor Rhythm Test. October 1953. Subject runs, walks, or skips to rhythms.

Beach, Frank A., Schrammel, H.E. Beach Music Test (grade 7-college). Music, pitch, musical training, age, aural identification, composer identification, visual note reading, pair comparisons, standard objectives.

Measures of Musical Abilities (ages 7-14). 1966. MMA. 1 form (33-1/3 rpm record). Manual (8 pages), $1.65 per set. Arnold Bently. George G. Harris & Co.: Ltd. (U.S. Distributor October House, Inc.). Received good reviews in Buros.

Musical Aptitude Profile (grades 4-12). MPA. 11 scores. Edwin Gordon. Houghton-Mifflin Co.

LEADERSHIP ABILITY

ELIGIBILITY CRITERIA
STATE OF OREGON

OAR 581-15-830 (5) Pupils selected as having outstanding talent in the following categories will demonstrate the ability to perform in the top three percent of the national school population:

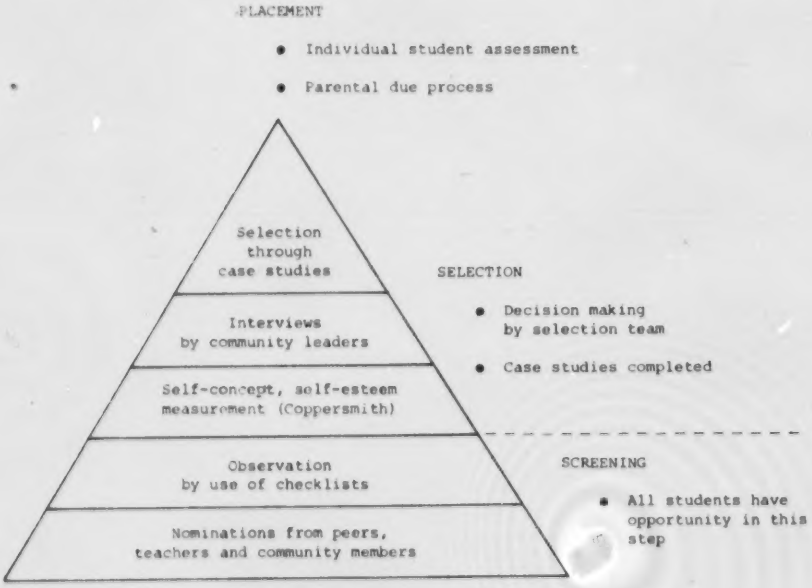
(c) Pupils selected as demonstrating outstanding leadership ability in either academic or nonacademic settings shall be identified on the basis of professional judgment and, where appropriate, should include peer recommendation.

Leadership may be defined as the force by which an individual exerts influence on the release, channeling or control of thoughts, energies and emotions of others. This force may be direct or indirect, constructive or destructive. Personal characteristics that determine the quality of leadership include:

- Personality and character
- Knowledge and experiences
- Special capacity, talent or skill

- o Problem-solving skills
- o Clarity of communication--both verbal and nonverbal
- o Creative imagination

A recommended five-part identification procedure would include nominations from peers, teachers and community members, observations and checklists, self-concept, self-esteem measurement such as the Coppersmith, an interview by a committee of leaders, and selection through case studies. See the identification model for leadership ability.


PLACEMENT
• Individual student assessment
• Parental due process
Selection through case studies
Interviews by community leaders
Self-concept, self-esteem measurement (Coppersmith)
Observation by use of checklists
Nominations from peers, teachers and community members
SELECTION
• Decision making by selection team
• Case studies completed
SCREENING
• All students have opportunity in this step

IDENTIFICATION MODEL FOR LEADERSHIP ABILITY

A leadership scale might be developed to bring about consistency when considering all students. A sample form follows for individual teacher and school modification.

SAMPLE FORM
FOCUS ON LEADERSHIP

	Seldom	Occa-sionally	Much of the Time	Most of the Time
1. Language: Expresses self well, has both a good command of language and can be easily understood				
2. Responsibility: Shows responsibility and ability to carry through on identified tasks				
3. Collaboration: Shows collaborative behavior with peers, teachers				
4. Sociability: Enjoys relating and working with other people				
5. Dominance: Generally directs activities pursued				
6. Flexibility and adaptability: Tolerates changes in routine, adjusts easily to new situations				
7. Physical strength: Shows strength, endurance and good health through bodily control and erect posture				
8. Confidence: Feels pride of self and assuredness when talking or working with others				
9. Activity level: Uses great energy, maintains active participation with people and projects and shows great enthusiasm for people and projects				
10. Liking: Appears well-liked by peers and others				
11. Problem solving: Facilitates group communication, conflict resolution and movement toward realization of goals				
12. Knowledge and experience: Possesses maturity in handling experiences, students "refer to" for special knowledge				

SUMMARY

THE CASE STUDY

The end product of the identification process is the case study. All information concerning a student's unique abilities, talents and special accomplishments is placed here. The study can include information on the student's stimulation at home, language, health and special interests. The parental interest in the student's achievement might also be noted in the case study. Academic records, including test scores and grades should be placed here. All of the nomination forms, interview data and panel information must also be included.

While some educators are concerned that case studies will be time consuming, dispersement of case studies among various staff members on approximately 5 percent of the student population makes the task appear less burdensome.

WHO IS THE GIFTED CHILD?

The U.S. Office of Education gives the following definition for talented and gifted children.

> "Gifted and talented children are those identified by professionally qualified people, who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and services beyond those

normally provided by the regular school program in order to realize their contribution to self and society."

Areas identified for funding purposes in the State of Oregon include:

- o General intellectual ability
- o Specific academic aptitude
- o Creative and productive thinking
- o Leadership ability
- o Visual and performing arts

HOW DO WE HELP THE TALENTED AND GIFTED STUDENTS REACH TOWARDS THEIR POTENTIAL?

Talented and gifted students must have opportunities to stretch to their limits. Identification of these students is the first step towards providing that opportunity. Designing challenging programs that meet the unique needs of individual students is the school's second step toward assisting the fullest development of human potential.

WHAT PROCESSES OF IDENTIFICATION MUST WE BE SENSITIVE TOWARDS?

Since we are concerned with exceptional students, we must also be concerned with exceptional processes. In the area of testing, the following points should be kept in mind:

- o Group intelligence tests give imprecise data about individual student functioning. They measure general functioning.

- o Individual intelligence tests measure student functioning on a more specific and precise level.

- To measure a student's optimal level of functioning, an individual test must have a high enough ceiling to measure capacity. Certain tests have higher ceilings than others.

- Instruments must be located, or systems must be utilized, that identify culturally different students.

- Instruments used for identification must be sensitive to the area being measured. For instance, an intelligence test does not locate students with the most creative thinking within the school. An intelligence test will not locate the most talented dancers, musicians or artists. An intelligence test will not measure a student's ability to lead peers. There are some areas of talented and gifted programs which cannot be adequately measured by tests. These areas require more observations by teachers and other experts sensitive to both those individual areas and individual students.

WHAT IS THE VALUE OF EARLY IDENTIFICATION OF THE TALENTED AND GIFTED?

As with other exceptional students like the handicapped, early identification of the talented and gifted is necessary in order for the student to receive adequate stimulation and substantial educational support. To keep the talented and gifted student's mind continually nurtured, and to provide freedom for individual growth, schools must locate students shortly after their entrance to the schooling process. All research shows that if students are not identified or channeled for their giftedness at an early age, there is a higher probability of underachievement.

IS THERE A RELATIONSHIP IN QUALITY BETWEEN A SCHOOL DISTRICT'S IDENTIFICATION OF TALENTED AND GIFTED STUDENTS AND ITS ABILITY TO BUILD HIGH LEVEL PROGRAMS?

The quality of a school district's identification process is determined by its fairness, its diligent follow-through and its precision. Talented and gifted students should represent both sexes and all races, cultures and socio-economic groups, if the identification process has been fair. If the process is precise, individual students will be selected for specific criteria in the funded areas. Precision will pinpoint the talented and gifted students within individual buildings and individual school districts. Follow-through in the identification process provides continual documentation of an individual's profile, culminating in a case study. Precision and follow-through in the identification process provide thorough knowledge about specific students as well as the entire school population, allowing for more appropriate educational programming for the talented and gifted.

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SOURCES OF INFORMATION ON TALENTED AND GIFTED

Association for the Gifted (TAG)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Bob Siewart, Specialist for Talented and Gifted
Rod Meyer, Center for Program Coordination
Oregon Department of Education
Salem, Oregon 97310

ERIC Clearinghouse on Handicapped and Gifted
1920 Association Drive
Reston, Virginia 22091

National Association for Gifted Children (NAGC)
217 Gregory Drive
Hot Springs, Arkansas 71901

National/State Leadership Training Institute on Gifted/
Talented
316 West Second Street PHOC
Los Angeles, California 90012

Office of Gifted and Talented, USOE
Room 2100
7th and D Street S.W.
Washington, D.C. 20202

Oregon Association for Talented and Gifted (OATAG)
P.O. Box 930
Beaverton, Oregon 97005

APPENDIX

ADULT NOMINATION FORM

Area: Artistic Talent
To:
From: Gifted and Talented Nomination Committee

Directions: We want to identify students with high interest and talent in the artistic area. If you know any students who fit any or all of the descriptive statements below, please submit their names on this form. Concentrate your thinking on a person who:

- Draws many things, showing both a wide range of interests as well as the ability to show fine detail, and represent many things artistically
- Enjoys working with artistic materials like paints, clay and fabric
- Shows originality in art tasks by creating "differently" than others
- Uses art as an important form of communication about personal feelings and experiences
- Enjoys creating artistically, is both serious about the work and finds great satisfaction in both the process and personal products
- Experiments freely with art, shows a high sense of adventure and experimentation with new ideas, materials and concepts
- Shows a special interest in artistic works or products of others, appreciates the works of other artists and learns from them
- Has a keen eye for color, texture, form and design
- Uses perspective/depth in drawings and paintings

Name(s) submitted: _____

STUDENT SELF ASSESSMENT

Area: Artistic Talent
To:
From: Gifted and Talented Nomination Committee

Directions: You have been identified with a strong interest in artistic activities. We want to find out more about your work in this area, and would like you to answer our questions as best you can. Thinking of your best work in art, please describe it and then answer the questions about the work.

1. Project description:

2. How long did the project take?

3. Describe the ways you like the work.

4. How would you rate its quality in terms of fair, good, very good and outstanding?

5. Did anyone help you on this project?

6. Thinking more generally about art, what activities do you enjoy most like drawing, painting, making collages, creating sculptures, weaving, stitchery, etc.?

7. Do you have any special skills using art tools and equipment?

8. Have you ever received any special training in art? If yes, describe.

9. Have you ever received any special awards or honors in art? Please describe them.

STUDENT INTEREST SURVEY

Name _____

Date _____

Directions: Please list in top priority your favorite activities at school, home and in the community. Please list those activities that you select when you have free time, and then think of how often you choose those activities.

What I select/ Like to do	How often I choose each activity: Very Little	Often	Very Often	Whenever I Can
1.				
2.				
3.				
4.				

Expanding on each one of those activities, describe how long you have been interested in that activity and what you do in that activity.

Activity name	Activity Description	How long I've been interested
1.		
2.		
3.		
4.		

*UNICORNUCOPIA: A GUIDEBOOK FOR GIFTED AND TALENTED

Prepared by
HUMAN INDIVIDUAL POTENTIALITIES

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Superintendent

1977

This product will be available through
ERIC Clearinghouse on Handicapped and Gifted

Additional copies of this guidebook
may be obtained from:

Arizona Department of Education
ESEA Title III Gifted/Guidance
1535 West Jefferson
Phoenix, Arizona 85007

EDITOR'S NOTE: This work is a guidebook for teacher nominations of talented and gifted children. Areas identified for teacher focus are scientific talent, dramatic talent, psychomotor talent, intellectual talent, musical talent and artistic talent. Seven to twelve statements describing performance and attitude characteristics of talented and gifted children in each specific area are provided for teacher focus.

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KYRENE SCHOOL DISTRICT
ESEA TITLE III
HUMAN INDIVIDUAL POTENTIALITIES

TEACHER WORKSHEET FOR IDENTIFYING SCIENTIFIC TALENT

If a child can be described by all or part of any of the following statements, put the number of each characteristic which applies to him/her after his/her name:

1. Is clear and accurate in oral and written expression.
2. Reads above grade level materials.
3. Performs arithmetical operations above grade level.
4. Has good coordination.
5. Does more than the assignment.
6. Rises above the failures met in experimenting or making projects.
7. Wants to know the reasons and causes for things.
8. Engages in his own special projects, spending much time and effort.
9. Reads much scientific material.
10. Appears to enjoy discussing scientific topics.

TEACHER _____ SCHOOL _____ DATE _____

Pupil's Name	Number of Characteristics	Remarks

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KYRENE SCHOOL DISTRICT
ESEA TITLE III
HUMAN INDIVIDUAL POTENTIALITIES

TEACHER WORKSHEET FOR IDENTIFYING CHILDREN WITH DRAMATIC TALENT

If a child can be described by all or part of any of the following statements, put the number of each characteristic which applies to him/her after his/her name.

1. Readily shifts into the role of another character, animal or object.
2. Shows interest in dramatic activities.
3. Uses voice to reflect changes of idea and mood.
4. Understands and portrays the conflict in the situation, when given the opportunity to act out a dramatic event.
5. Communicates feelings by means of facial expression, gestures, and bodily movements.
6. Enjoys evoking emotional responses from listeners.
7. Shows unusual ability to dramatize feelings and experience.
8. Moves a dramatic situation to a climax and brings it to a well-timed conclusion when telling a story.
9. Gets a good deal of satisfaction and happiness from play-acting or dramatizing.
10. Writes original plays or makes up plays from stories.
11. Can imitate others; mimics people and animals.

TEACHER _____ SCHOOL _____ DATE _____

Pupil's Name	Number of Characteristics	Remarks

KYRENE SCHOOL DISTRICT
ESEA TITLE III
HUMAN INDIVIDUAL POTENTIALITIES

TEACHER WORKSHEET FOR IDENTIFYING CHILDREN WITH PSYCHOMOTOR TALENT

If a child can be described by all or part of any of the following statements, put the number of each characteristic which applies to him/her after his/her name:

1. Is energetic and seems to need considerable exercise to stay happy.
2. Enjoys participating in highly competitive games.
3. Is consistently outstanding in many kinds of competitive games.
4. Is one of the fastest runners in the class.
5. Is one of the best coordinated children in the class.
6. Likes outdoor sports, hiking, camping.
7. Is willing to spend much time practicing physical activities such as shooting baskets, playing tennis, passing a ball.

TEACHER _____ SCHOOL _____ DATE _____

Pupil's Name	Number of Characteristics	Remarks

KYRENE SCHOOL DISTRICT
ESEA TITLE III
HUMAN INDIVIDUAL POTENTIALITIES

TEACHER RATING SHEET FOR IDENTIFYING CHILDREN WITH INTELLECTUAL TALENT

If a child can be described by all or part of any of the following statements, put the number of each characteristic which applies to him/her after his/her name.

1. Learns quickly and easily.
2. Uses common sense.
3. Comprehends meanings easily, thinks clearly, sees relationships.
4. Retains well.
5. Has knowledge about and an interest in a variety of things.
6. Uses a large vocabulary effectively.
7. Reads books above grade level.
8. Can do difficult mental tasks.
9. Shows an interest in a wide range of things, asks intelligent questions.
10. Does some above grade level work.
11. Uses good and sometimes unusual methods of work.
12. Is very observant, alert, responds readily.

TEACHER_____ SCHOOL_____ DATE_____

Pupil's Name	Number of Characteristics	Remarks

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KYRENE SCHOOL DISTRICT
ESEA TITLE III
HUMAN INDIVIDUAL POTENTIALITIES

TEACHER WORKSHEET FOR IDENTIFYING CHILDREN TALENTED IN MUSIC

1. Has good coordination.
2. Has a good sense of rhythm.
3. Has excellent discrimination.
4. Understands musical symbols and relationships vividly.
5. Shows enjoyment of musical activities.
6. Performs with musical feeling.
7. Has a degree of tonal memory.
8. Responds readily to rhythm, melody, and harmony.
9. Plays one or more musical instruments well and/or sings well.
10. Makes up original tunes.

TEACHER _____ SCHOOL _____ DATE _____

Pupil's Name	Number of Characteristics	Remarks

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KYRENE SCHOOL DISTRICT
ESEA TITLE III
HUMAN INDIVIDUAL POTENTIALITIES

TEACHER WORKSHEET FOR IDENTIFYING CHILDREN WITH ARTISTIC TALENT

If a child can be described by all or part of any of the following statements, put the number of each characteristic which applies to him/her after his/her name.

1. Draws variety of things (not just jets or horses or people.)
2. Puts depth into pictures, plans pictures, and uses good proportion.
3. Takes art work seriously. Seems to find much satisfaction in it.
4. Shows originality. Draws things in ways no other children do.
5. Is willing to try out new materials and experiences.
6. Fills extra time with drawing and painting activities.
7. Uses art to express his/her own experiences, his/her own feelings.
8. Is interested in other people's art work. Can appreciate, criticize, and learn from other's work.
9. Likes to model with clay, carve soap, or work with other forms of three-dimensional art.

TEACHER _____ SCHOOL _____ DATE _____

Pupil's Name	Number of Characteristics	Remarks

Oregon Series on Talented & Gifted Education

- Identifying the Talented and Gifted
- Administering Policy for Talented and Gifted
- Talented and Gifted Education Policy
- Parenting Gifted Children
- Organizing a Parent Support Group for Talented and Gifted
- Talented and Gifted School Programs
- The Gifted Preschool Child
- Characteristics of Talented and Gifted Children
- Who Is Gifted?
- Counseling Your Gifted Child

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